Course Dates, Time, and Location

Spring Semester, 2018: January 16, 2018 to May 11, 2018
Tuesday: 12:30 pm—1:45 pm
Archer Building, Room 114

Instructor Contact Information

Anne M. Scaggs, M.S.W., LCSW, EdD (ABD)
Clinical Assistant Professor
Archer Building, Office 224R
Office Phone: 325-486-6135
E-Mail: anne.scaggs@angelo.edu

Office Hours: MW 8:30 am - 12:00 pm; F 9:00am – 12:00pm
Additional office hours available by appointment

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Course Description

A supervised field education experience of at least 250 hours in an approved agency appropriate to social work; fosters the integration of classroom knowledge, values, and ethics with practice-based knowledge that seeks to increase practice skills and promotes professional competence. Prerequisite SWK 4371.

Course Introduction

The social work field education experience is paramount to the development of social work students. Field education is a central form of instruction and learning in which professional socialization occurs, and the field experience builds upon SWK 4371 Social Work Field Education I. This course has two parts that occur concurrently. Part I of the course is what is called a field education seminar. During this part of this course, students will meet with the instructor for one hour a week during the semester. In the field education seminar, you will receive your agency and class assignments, review the field education requirements, make contact with your agency supervisor, develop your learning plan, and review the NASW Code of Ethics.

Part II of the course is the actual field education experience. As stated in the SWK 4372 Social Work Field Education II course description, students are required to complete 250 hours; 15 hours of
classroom education and 235 hours of supervised experience at their assigned agency site. It is during the supervised field experience where students learn to integrate theoretical and conceptual knowledge learned in the classroom with practical experience of doing generalist social work. This is a time when social work students are allowed to put to use the knowledge learned, practice the skills, and exercise the values/attitudes that they have discussed and learned in the classroom. Students are required to meet with their agency supervisor for at least one (1) hour each week; additional meetings may be necessary depending on the agreements between the student and the student’s agency supervisor.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, Skills, and Cognitive/Affective Processes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the

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larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Course Materials**

*Recommended Texts:*


*Required Readings:*

  - Field education manual
  - NASW Code of Ethics
  - Texas Board of Social Work Examiners webpage

*(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)*
Texas Board of Social Work Examiners (TBSWE) Code of Conduct
TBSWE Scope of Practice
TBSWE Rules
NASW Guidelines for Social Work Safety in the Workplace
NASW Standards for Cultural Competence in Social Work Practice
Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice
NASW Standards for Social Work Case Management
NASW Best Practice Standards in Social Work Supervision
Managing Clients Who Present with Anger
NASW Standards and Guidelines for the area(s) related to your field agency setting
Field Education Agency Policy & Procedures
Pertinent Federal, State, & Local policies
Evidenced-based practice/best practice research articles

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Grading Information

Grading Scale:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 or Below = F

Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
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<tr>
<td>Completed Learning Plan/Contract and Schedule</td>
<td>10%</td>
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<tr>
<td>Timesheets</td>
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<tr>
<td>Weekly writings</td>
<td>10%</td>
</tr>
<tr>
<td>Integrated paper (Joint with SWK 4373)</td>
<td>20%</td>
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<tr>
<td>Mid-Term Evaluation</td>
<td>10%</td>
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<tr>
<td>Final Evaluation</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Professional Performance 10%

This is relevant to attendance in class and at your field agency; engaging in class activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Students will also be prepared to discuss the source elements of the written assignment for that week.

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Professional performance is also based on the instructors evaluation of a student’s professionalism at their field placement.

Completed Professional Development Plan/Learning Contract and Schedule 10%

By class time of the third (3rd) week of the course, students will submit a completed Professional Development Plan/Learning Contract as well as a completed Schedule form to the Social Work Field Education Liaison. The professional development plan/learning contract will detail the specific work assignments and activities through which students will achieve each of the practice behaviors. This document will need to be signed by the student, the student’s Field Instructor first, and then by the Social Work Field Education Liaison or Director.

Students will also attach their agency’s job description for their position or the most similar position to a social worker. You will utilize your job description to assist you in developing activities to meet your learning objectives. Be as specific as possible. As an undergraduate generalist social work student, your learning goals should reflect efforts to demonstrate skills in each practice behavior as stated by the Council on Social Work Education (CSWE) and the Social Work Program at Angelo State University. These learning goals will become the basis for evaluating your accomplishments and performance during your Field Education experience.

The student is the main author of the learning plan. The field instructor will provide minimal assistance and guidance, and final acceptance of the plan/contract. The Field Instructor is not to complete this document. Students are expected to struggle with this and learn in the process of creating it. This document will need to be signed by the student, the student’s Field Instructor first, and then by the Social Work Field Education Liaison or Director.

Time Sheets/Supervision Log 0%

- You will submit a filled out time sheet form and supervision log each week that records the quantity of hours that you completed in your field education experience each week. No time-sheets/supervision logs will be accepted more than 1 week after their due date. The due date for a time sheet is the first class day following the completion of that week. Any affected hours would have to be made up.
- In order for any time-sheet to be accepted and included for cumulative hours, each time-sheet will have to meet the following criteria:
  - Signed and dated original by both student and field instructor
  - Minimum of 1 hour of supervision documented for that week
  - Form is completed and accurate, with accurate calculations both within the time-sheet and from one week to another (this includes a complete and accurate heading)
  - A corresponding weekly writing assignment submitted, with a minimum of 60% for that writing assignment (if the writing assignment is not submitted and/or 1 hour of supervision is not added to time sheet then the hours for that week will not be accepted)

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• Must meet the minimum hours per day as specified in Field Manual
• Enter time accurately. Do not round.
• Review guidelines on originals and copies.

Please note: Hours for Field Education II are not a continuation of hours for Field Education I. You must accrue a minimum of 235 hours at your field placement and 15 hours in field seminar each semester. If you complete more than 235 hours at your field site in the fall semester, these hours will not carry over to spring. Also, you cannot complete your time at field placement prior than dead week.

Written submissions 10%

Students will submit a report about their experience at their field agency during each week in which hours for field education were accrued. These reports can take the form of a summary, a process recording, a letter of advocacy, or sections of the integrated paper. The course schedule will determine which type of assignment is due any given week.

Assignments will include discussion of student activities during the week:
1. skills learned or practiced
2. information learned
3. ethical issues
4. trainings
5. meetings
6. contact with clients
7. conflicts
8. supervision
9. self-reflection and self-assessment of their performance
10. sentinel events
11. any other pertinent information.

Required elements: Students will include a reference to and discussion of how their field experience during the applicable week relates to all the requirements:

1. NASW Code of Ethics/scope of practice
2. Apply a competency/practice behavior
3. Apply a Code of Conduct/or policy (federal/agency)
4. Minimum of 1 peer-reviewed social work journal article with an emphasis on evidenced based practice. Students may also provide research on best practices, additional information on the population, problem being faced, agency, intervention, assessment, etc. This article cannot be reused from some other aspect of a Field Education or social work assignment. In essence, the article should answer the questions- “Why are you, or the staff of your agency, or your agency as a whole engaging in a particular practice, program, or project? How do you know your interventions and assessments are effective?”

Scoring will be based on the instructor’s assessment of student’s introspection, insight, and effort. Potential scores are as follows: 100 for assignment that fully meets necessary

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requirements, 60 for assignment completed but does not fully meet expectations, and 0 for assignment not submitted or evidences an absence of effort to achieve any of the above goals.

- Summary: Summarizes on a daily basis the activities of the student to include any of the above pertinent aspects.

- Process Recording: A written record of a discreet interaction where the student records the dialogue of both the student and other pertinent participants, but also includes the mental process of the student prior to, during, and after the discreet interaction.

- Advocacy Letter: Students will select an issue pertinent to their field setting in which advocacy is appropriate. The letter will present a cogent argument for change to a particular policy, program/organization, or practice, or the creation of a policy, program, or practice to improve social and economic justice for the clients served by the field agency. The letter will be addressed to a particular individual who can be part of the necessary change. The individual could be an elected or appointed governmental official or an agency official with whom authority resides to make or foster the recommended actions.

Scoring rubric for weekly written assignments:

<table>
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<tr>
<th>Score</th>
<th>Description</th>
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<tr>
<td>100</td>
<td>Includes the appropriate heading</td>
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<tr>
<td></td>
<td>Logical formatting</td>
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<tr>
<td></td>
<td>Turned in on-time</td>
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<td></td>
<td>The written product provides the instructor with sufficient and appropriate information about the student’s activities related to field education experience for the assigned week.</td>
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<tr>
<td></td>
<td>All required elements are included</td>
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<tr>
<td></td>
<td>All required elements are identified (e.g., Code of Conduct (8) “A social worker shall be responsible for setting and maintaining professional boundaries.”) and the student’s discussion is an appropriate description of how their field experience satisfied/fulfilled/related to that required element.</td>
</tr>
<tr>
<td>60</td>
<td>Does not include the appropriate heading</td>
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<tr>
<td></td>
<td>Turned in 1-3 days late (if accepted by instructor)</td>
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<tr>
<td></td>
<td>The written product does not provide the instructor with sufficient information about the student’s activities related to field education experience for the assigned week. (i.e., The instructor could not intelligently discuss the student’s activities, skills learned or practiced, information learned, ethical issues, trainings, meetings, contact with clients, conflicts, supervision, self-reflection and self-assessment of their</td>
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<tr>
<th>Performance, sentinel events, or any other pertinent information in an informed manner.</th>
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<tr>
<td>1-2 of the required elements are omitted</td>
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<tr>
<td>The instructor cannot identify the required element from the student’s presentation.</td>
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<tr>
<td>The student’s discussion of how their field experience satisfied/fulfilled/related to a required element does not, in fact, satisfy/fulfil or relate to the required element as described (e.g., the student identifies consultation from TBSWE Scope of Practice, but then goes on to discuss the practice of supervision).</td>
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<table>
<thead>
<tr>
<th>0</th>
<th>The written product is absent</th>
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<tr>
<td>The written product provides the instructor with little to no insight into the student’s activities during the week</td>
<td></td>
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<tr>
<td>3 or more of the required elements are omitted.</td>
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- To ensure that appropriate credit is giving for submitted assignments and timesheets, the following week numbers and dates will be used to identify all timesheets and weekly assignments:

**Integrated paper (Joint with SWK 4373) 10%**

Each student will create an integrated paper, which will be completed in conjunction with SWK 4373 (Social Work Practice III). The SWK 4372 (Field Education II) assignment will focus on: 1) description of the field education agency and population served; 2) discussion of a specific case that the student was involved with during their field education experience; and 3) personal reflection on their field education experience, classroom experience, and the integration of components of the social work program.

The SWK 4373 (Practice III) assignment will focus on applying the theoretical concepts, such as the application of human behavior in the social environment concepts and themes, general intervention model (7 steps), evidence based practice, policy issues, diversity issues, ethical issues, social and economic justice issues, and an analysis of organizational, community, or other constraints to the case or client that was used in SWK 4372’s assignment. Students will receive a single grade to be recorded for both courses.

The completed integrated paper will be between 20 and 30 pages in length, including the cover and reference pages, which strictly conforms to the most recent edition of the APA

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style manual, and based on students’ own work with client systems in their internship experience. The portion for this class will consist of 3 sections for a minimum of 4 pages, not counting cover sheets or references, with sections one and two being completed during Field Education I.

Section 1: Students will describe their agency setting utilizing all of the various aspects that have been covered in previous classes, including but not limited to: history, geographical locations, mission, goals, size, funding, fiscal resources, oversight, accreditation, licensing, staffing, leadership, programs, activities, partners, barriers, accessibility, potential ethical issues, organizational theory, etc.

Section 2: Students will also provide a detailed description of a client or client system with whom they have had substantial interaction. Preference should be given to clients or client systems that have had engagement through various stages of intervention. If students do not work directly with clients in field, they will select a project or work group as their focus.

Section 3: Personal Reflection Based on your Classroom and Internship Experiences: Provide a personal reflection on your experience as a student in the BSW program, including your classroom experience, your field education experience, SSWA, and the integration of components of the social work program. Also include aspects such as your personal growth, challenges, and continued room for improvement. You will likely find it useful to discuss these expositoily and then provide examples based on field experience, classes, assignments, SSWA, Phi Alpha, volunteering, work, outside advocacy, etc.

It may be helpful to think about this section from the standpoint of self-reflection when applying for graduate school, interviewing for jobs, and when requesting recommendations and references from others.

Use the following areas as a guide:

a. Commitment to humanity—what is your commitment to humanity
b. Self-awareness—How self-aware am I? etc,
c. Adherence to professional values and ethics
d. Commitment to diversity in all its forms
e. Commitment to confidentiality
f. Interpersonal skills
g. Analytical and communication skills
h. Flexibility and balance
i. Life-long learning

A minimum of 2 peer reviewed social work journal articles are required for each section. The paper will be reviewed by 2 students in your field seminar course. Students will work with the writing center and the social work graduate assistant (for APA) for each section. It is the student’s responsibility to provide verification of this. If a student chooses not to work with either the writing center or the graduate assistant, a deduction of 10% will be taken from the applicable section.

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Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, peer, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

**Mid-Term Evaluation**  
10%

By the end of the 7th week of the course, students and Field Instructors will collaboratively complete a mid-term evaluation of the student’s practice knowledge, values, attitudes, and skills. **In order to promote self-evaluation, students will first independently complete an evaluation. This evaluation will be submitted to the Field Instructor.** Student and Field Instructor will then complete the evaluation collaboratively. The completed evaluation will be submitted to the Social Work Field Education Liaison. This document will need to be signed by the student, the student’s Field Instructor first, and then by the Social Work Field Education Liaison or Director.

The Field Instructor will recommend a grade for the student on this document. The Social Work Field Education Liaison will ultimately assign the grade to the student considering all relevant factors presented in this syllabus. This document will need to be signed by the student, the student’s Field Instructor, and by the Social Work Field Education Liaison or Director after being reviewed by all parties.

Students are required to address NASW Code of Ethics each week in supervision. If a student has not initiated a discussion of at least one ethical standard from NASW Code of Ethics each week during supervision, the student’s mid-term evaluation grade will be lowered 10 points.

- Review guidelines on originals and copies

**Final Evaluation**  
40%

By the end of the 14th week in the course, students and Field Instructors will collaboratively complete a mid-term evaluation of the student’s practice knowledge, values, attitudes, and skills. **In order to promote self-evaluation, students will first independently complete an evaluation. This evaluation will be submitted to the Field Instructor.** Student and Field Instructor will then complete the evaluation collaboratively. The final evaluation will be submitted to the Social Work Field Education Liaison.

The Field Instructor will recommend a grade for the student on this document. The Social Work Field Education Liaison will ultimately assign the grade to the student considering all relevant factors presented in this syllabus. This document will need to be signed by the student, the student’s Field Instructor, and by the Social Work Field Education Liaison or Director after being reviewed by all parties.

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Students are required to address NASW Code of Ethics each week in supervision. If a student has not initiated a discussion of at least one ethical standard from NASW Code of Ethics each week during supervision, the student’s final evaluation grade will be lowered 10 points.

By the day of the final site visit meeting (usually during weeks 14 & 15), students and Field Instructors will collaboratively complete a final evaluation of the student’s practice knowledge, values, attitudes, and skills. In order to promote self-evaluation, students will first independently complete an evaluation. This evaluation will be submitted to the Field Instructor (no later than the end of the 6th week, but depending on the day of the site visit, it may need to be completed earlier). Student and Field Instructor will then complete the evaluation collaboratively. The completed evaluation will be submitted to the Social Work Field Education Liaison. This document will need to be signed by the student, the student’s Field Instructor first, and then by the Social Work Field Education Liaison or Director.

The Field Instructor will recommend a grade for the student on this document. The Social Work Field Education Liaison will ultimately assign the grade to the student considering all relevant factors presented in this syllabus. This document will need to be signed by the student, the student’s Field Instructor, and by the Social Work Field Education Liaison or Director after being reviewed by all parties.

Students are required to address NASW Code of Ethics each week in supervision. If a student has not initiated a discussion of at least one ethical standard from NASW Code of Ethics each week during supervision, the student’s final evaluation grade will be lowered 10 points.

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior
6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10. engage in practices that advance social, economic, and environmental justice.

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11. use practice experience and theory to inform scientific inquiry and research
12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
13. use and translate research evidence to inform and improve practice, policy, and service delivery.
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
15. assess how social welfare and economic policies impact the delivery of and access to social services;
16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
20. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
27. facilitate effective transitions and endings that advance mutually agreed-on goals.
28. select and use appropriate methods for evaluation of outcomes;
29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

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• **Attendance Policy for Seminar:** An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have evidenced dedication to their studies. Thus, my expectation of you is that you will be fully present in class- physically and mentally. Class begins and ends at the scheduled time. I ask that you be present for the duration of class. I expect that all other demands of your time- work, family, appointments, other courses, etc. will be negotiated with this in mind.

  • Please refer to [ASU policy regarding class attendance](#).
  • Any absence of field education seminar will result in a deficiency of field education seminar hours. The ability to make up these hours is at the discretion of the instructor and will be considered on a case by case basis and will only be allowed for university approved absences.

Absences and tardiness from the field agency will be addressed as it would for an employee of that agency or based on accepted practices within the field of social work. Any absence of tardiness will be reflected on each timesheet. Regular absences or tardiness at the field agency are potential grounds for a student to be removed from that agency, or failure of the course.

• **Late assignments** are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept will lose points at 10% per day that it is late. Any assignment submitted any time after the deadline is late. Any in-class exercise missed due to an absence will result in a zero for that exercise.

• All students are expected to follow the National Association of Social Workers [Code of Ethics](#).

• **Communications:** It is your responsibility to check your ASU email and Blackboard at least once daily. Assignments, clarifications, announcements, and quizzes will be communicated through email and blackboard. I encourage you to set up your mobile devices with the Blackboard app and to receive push alerts from your ASU email.

• **Originals:** The ASU Field Education Faculty and Staff will only accept original documents. Documents that have been copied or faxed since signed will not be accepted. This is consistent with the requirements of many social service agencies and governmental requirements.

• **Copies:** It is your responsibility to maintain copies of all submitted documents, assignments, timesheets, evaluations, etc. If it is a signed document, you need to have copies of the signed original. If you, your field instructor, the field education liaison, or the field director misplace the original, your copy may be the only way to verify you completed time, submitted a document, or received the evaluation, etc. I recommend that you make 2 copies of any document you submit or obtain- 1 copy for yourself and one

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for your field instructor, and the original to ASU Field faculty. I also recommend you make scanned copies of all documents and assignments completed or submitted for field education and keep these for your permanent records.

- **Corrections:** Any corrections made to any time-sheet, schedule, learning plan, contract, or other form that requires signatures will be corrected as per standard documentation practice within social service or healthcare agencies. Any corrections made after Field Instructor has signed the document must be initialed by the Field Instructor.

- Due dates for time sheets and assignments are the first class day following the completion of the week that an assignment or time sheet pertains to.

- I expect you to keep me informed of your activities at your field placement. This includes emergencies, unexpected events, sentinel events, concerns about safety for yourself, clients, or others; abuse, neglect, or exploitation, and any significant event outside of normal daily operations. If you are not sure if the circumstances warrant contacting me, then go ahead and call or text. I would rather you inform me and me not need to know than for me to need to know and you not inform me.

- All students are expected to adhere to the following standards, rules, regulations, and/or guidelines:
  - the National Association of Social Workers *Code of Ethics*
  - the ASU BSW *Social Work Field Education Handbook*
  - the ASU BSW *Field Education Roles & Responsibilities*
  - the Texas State Board of Social Worker Examiners (TSBSWE) *Code of Conduct*
  - the TSBSWE *Scope of Practice*
  - required reporting for abuse, neglect, or exploitation for children, the elderly, and persons with disabilities
  - appropriate duty to protect practices
  - all federal, state, and local policies governing privacy and confidentiality, especially the *Health Insurance Portability and Accountability Act (HIPAA)*
  - all other applicable federal, state, and local policies pertaining to social work and your particular agency

- Students who do not address NASW Code of Ethics in weekly supervision will experience a loss of 10 points off of the mid-term and/or final evaluation grade(s).

**ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code](http://www.angelo.edu/content/files/17358-university-honor-code). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to

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maintain complete honesty and integrity in the academic experience both in and out of the
classroom setting and may initiate disciplinary proceedings against a student accused of any
form of academic dishonesty, including but not limited to, cheating on an examination or other
academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific
details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking
someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without
quotation marks and the source of the quotation. We use the APA Style Manual of the American
Psychological Association as a guide for all writing assignments. Quotes should be used
sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to
the source both in the body of your paper and the reference list. Papers are subject to be
evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are
available at the ASU Writing Center

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a
disability shall, on the basis of disability, be excluded from participation in or be denied the
benefits of the services, programs, or activities of the university, or be subjected to
discrimination by the university, as provided by the Americans with Disabilities Act of 1990
(ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and
subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the
responsibility of reviewing and authorizing requests for reasonable accommodations based on a
disability, and it is the student’s responsibility to initiate such a request by contacting the Office
of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211
(TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of
Student Affairs will establish the particular documentation requirements necessary for the
various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have
documented disabilities.

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## Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/16-1/19</td>
<td>Course Orientation</td>
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<tr>
<td>1/15 MLK Holiday</td>
<td>Review of NASW Code of Ethics; code of conduct; scope of practice</td>
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<tr>
<td></td>
<td>First week at agency</td>
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<tr>
<td>Week 2 1/22-1/26</td>
<td>Reading: Practicum Companion Chapter 6</td>
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<tr>
<td></td>
<td>Lecture Topic: Discussion of Chapter; Group Work - case study</td>
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<tr>
<td></td>
<td>Due: Summary Week 1, Time Sheet, Supervision Log (Week 1)</td>
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<tr>
<td>Week 3 1/29-2/2</td>
<td>Group Work; Taking Notes</td>
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<tr>
<td></td>
<td>Lecture Topic: Field Agency, changes in policies and procedures, ethical dilemmas</td>
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<tr>
<td></td>
<td>Due: Time Sheet, Supervision Log (Week 2)</td>
</tr>
<tr>
<td></td>
<td>Due: Learning Contract 1/30/18</td>
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<tr>
<td>Week 4 2/5-2/9</td>
<td>Reading: Practicum Companion Chapter 7</td>
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<tr>
<td></td>
<td>Lecture Topic: Discussion of Chapter, ethical dilemmas</td>
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<tr>
<td></td>
<td>Due: Time Sheet, Supervision Log (Week 3)</td>
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<td></td>
<td>Mixer: 2/9 please be at Junell Center at 12:00, VIP room.</td>
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<tr>
<td>Week 5 2/12-2/16</td>
<td>Group Work</td>
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<tr>
<td></td>
<td>Lecture Topic: Field Agency, policies and procedure, ethical dilemmas</td>
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<tr>
<td></td>
<td>Due: Time Sheet, Supervision Log (Week 4); Process Recording (Week 4)</td>
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<tr>
<td>Week 6 2/19-2/23</td>
<td>Reading: Practicum Companion Chapter 8</td>
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<tr>
<td></td>
<td>Lecture Topic: Discussion of Chapter, ethical dilemmas, etc</td>
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<tr>
<td></td>
<td>Due: Time Sheet, Supervision Log (Week 5)</td>
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<tr>
<td>Week 7 2/26-3/2</td>
<td>Group Work</td>
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<tr>
<td></td>
<td>Lecture Topic: Field Agency, ethical dilemmas</td>
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<tr>
<td></td>
<td>Due: Time Sheet, Supervision Log (Week 6); Complete Self-Evaluations; Midterm Evaluations/Site Visits</td>
</tr>
</tbody>
</table>

*Course Schedule continued on next page.*

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| Week 8 3/5-3/9 | Reading: Practicum Companion Chapter 9  
3/12-3/16 is Spring Break  
Lecture Topic: Chapter discussion, ethical dilemmas, etc  
Due: Time Sheet, Supervision Log (Week 7)  
Due: Personal Narrative Paper (3-6-18) |
|---|---|
| Week 9 3/19-3/23 | Group Work  
Lecture Topic: Field Agency, policies and procedure, ethical dilemmas  
Due: Time Sheet, Supervision Log (Week 8) |
| Week 10 3/26-3/30 | Reading: Practicum Companion Chapter 10  
3/30 Spring Holiday  
Lecture Topic: Discussion of Chapter, etc  
Due: Time Sheet, Supervision Log (Week 9); Summary due (Week 9) |
| Week 11 4/02-4/06 | Group Work  
Lecture Topic: Field Agency, ethical dilemmas  
Due: Time Sheet, Supervision Log (Week 10) |
| Week 12 4/09-4/13 | Research Next Steps  
Lecture Topic: Open Discussion, ethical dilemmas  
Due: Time Sheet, Supervision Log (Week 11); Process Recording Due (Week 11) |
| Week 13 4/16-4/20 | Group Work  
Lecture Topic: Field Agency, policies and procedure, ethical dilemmas  
Due: Time Sheet, Supervision Log (Week 12) |
| Week 14 4/23-4/27 | Open Discussions  
Lecture Topic: Working with Groups  
Due: Time Sheet, Supervision Log (Week 13); Complete Self-Evaluation for Final; Final Evaluations/Site Visits |
| Week 15 4/30-5/04 | Dead Week; Group Work  
Lecture Topic: Field Agency, policies and procedure, ethical dilemmas  
Course Evaluations Due and Agency evaluations |

*Course Schedule continued on next page.*

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Due: Comprehensive Summary explaining your process during your two semesters of field education.
Due: Time Sheet, Supervision Log (Week 14)

| Week 16 | 5/07-5/11 | All time sheets, Supervision Logs, and Evaluations are due (for Week 15) no later than by 5-9-18 by 12pm. |

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